

JONESVILLE HIGH

131 N Main Street
Jonesville, SC 29353

GRADES 7-12 Middle School

ENROLLMENT 397 Students

PRINCIPAL Richard Baldwin 864-674-5518

SUPERINTENDENT Dr. Thomas White 864-429-1740

BOARD CHAIR Mrs. Jane Hammett 864-427-7081

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	6	32	14	0

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

NO

This school met 10 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

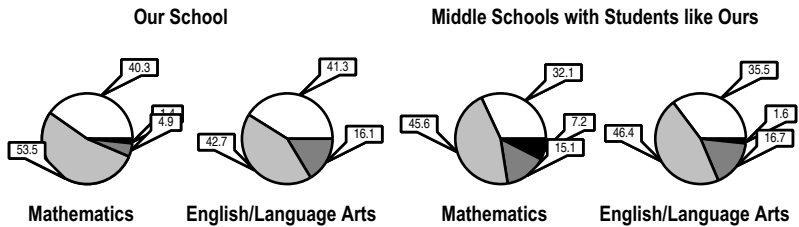
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Unsatisfactory	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Below Average	Good	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

	Definition of Critical Terms
	Advanced Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient Well prepared to work at next grade level; met expectations
	Basic Met standards; minimally prepared, can go to next grade level
	Below Basic Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	33	62	42
Percent satisfied with learning environment	57.6%	51.6%	51.2%
Percent satisfied with social and physical environment	68.8%	70.5%	58.5%
Percent satisfied with home-school relations	27.3%	87.1%	57.1%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	161	100.0	41.3	42.7	16.1	N/A	16.1	17.6
Gender								
Male	92	100.0	56.3	28.8	15.0	N/A	15.0	17.6
Female	69	100.0	19.7	62.3	18.0	N/A	18.0	17.6
Racial/Ethnic Group								
White	93	100.0	39.2	39.2	21.5	N/A	21.5	17.6
African-American	67	100.0	42.6	47.5	9.8	N/A	9.8	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	130	100.0	33.6	47.9	18.5	N/A	18.5	17.6
Disabled	31	100.0	79.2	16.7	4.2	N/A	4.2	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	161	100.0	40.4	43.3	16.3	N/A	16.3	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	161	100.0	40.4	43.3	16.3	N/A	16.3	17.6
Socio-Economic Status								
Subsidized meals	107	100.0	45.2	44.1	10.8	N/A	10.8	17.6
Full-pay meals	54	100.0	31.3	41.7	27.1	N/A	27.1	17.6

Mathematics								
All students	161	100.0	40.3	53.5	4.9	1.4	6.3	15.5
Gender								
Male	92	100.0	51.9	38.3	7.4	2.5	9.9	15.5
Female	69	100.0	24.6	73.8	1.6	N/A	1.6	15.5
Racial/Ethnic Group								
White	93	100.0	32.9	58.2	6.3	2.5	8.9	15.5
African-American	67	100.0	50.0	48.4	1.6	N/A	1.6	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	130	100.0	33.6	58.8	5.9	1.7	7.6	15.5
Disabled	31	100.0	72.0	28.0	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	161	100.0	40.1	53.5	4.9	1.4	6.3	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	161	100.0	40.1	53.5	4.9	1.4	6.3	15.5
Socio-Economic Status								
Subsidized meals	107	100.0	46.8	48.9	3.2	1.1	4.3	15.5
Full-pay meals	54	100.0	27.1	62.5	8.3	2.1	10.4	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	81	N/A	42.0	45.7	12.3	N/A	12.3
	Grade 8	76	N/A	41.3	38.7	18.7	1.3	20.0
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	89	100.0	55.8	28.6	15.6	N/A	15.6
	Grade 8	72	100.0	24.2	59.1	16.7	N/A	16.7

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	81	N/A	72.8	21.0	6.2	N/A	6.2
	Grade 8	76	N/A	64.5	34.2	1.3	N/A	1.3
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	89	100.0	48.7	44.9	3.8	2.6	6.4
	Grade 8	72	100.0	30.3	63.6	6.1	N/A	6.1

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 397)				
Students enrolled in high school credit courses (grades 7 & 8)	4.5%	Down from 5.8%	11.6%	14.4%
Retention rate	N/A	N/A	3.0%	2.3%
Attendance rate	99.0%	Up from 95.0%	95.0%	95.2%
Eligible for gifted and talented	11.9%	Up from 7.6%	12.4%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	15.5%	Up from 2.5%	15.0%	14.1%
Older than usual for grade	4.3%	Up from 4.0%	4.6%	4.9%
Suspended or expelled	0.5%	Down from 3.0%	1.2%	1.3%
Annual dropout rate	0.0%	Down from 0.6%	0.0%	0.0%

Teachers (n= 29)				
Teachers with advanced degrees	34.5%	Down from 41.4%	45.8%	47.1%
Continuing contract teachers	86.2%	Up from 75.9%	80.0%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	82.7%	Up from 80.5%	82.7%	84.3%
Teacher attendance rate	94.8%	Up from 94.3%	94.8%	95.0%
Average teacher salary	\$36,779	Down 6.8%	\$38,750	\$39,924
Prof. development days/teacher	10.2 days	Down from 10.6 days	10.9 days	10.7 days

School				
Principal's years at school	0.0	Down from 1.0	4.0	3.0
Student-teacher ratio	20.8 to 1	Up from 10.9 to 1	20.7 to 1	21.0 to 1
Prime instructional time	92.4%	Up from 88.1%	88.6%	88.9%
Dollars spent per pupil*	\$5,225	Down 10.8%	\$5,752	\$5,854
Percent spent on teacher salaries*	62.1%	Up from 60.6%	62.1%	62.0%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	76.2%	Up from 66.4%	95.3%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2002-2003 school year at Jonesville High School proved to be an exciting and challenging one. At the beginning of the school year the faculty and staff set two main goals: to have the highest 7th and 8th Grade PACT scores in the district; and to have the highest Exit Exam scores in the district. Because of our low standardized test scores, strong emphasis was placed on increasing student achievement and raising test scores. During the school's daily twenty-five minute activity period, students engaged in extensive study to prepare them for the PACT and Exit Exam. In addition, 7th and 8th grade students received mathematics and language arts instruction for 90 minutes on a daily basis all year long. Several after-school programs were made available to students who needed extra help in mathematics and language arts. These included PACT remediation, Exit Exam remediation, and a Homework Center that was open to all students. A Saturday enrichment program was also held to help 10th graders prepare for the Exit Exam. As an enticement to attend they were served both breakfast and lunch.

Jonesville High School students and staff had many accomplishments to be proud of during the school year. Among them were:

Jonesville High School FCA received the "Bell Ringer Award" for their service to the community through the Salvation Army Christmas Effort.

Kelly Jenkins was named Region II-A Softball Coach of the Year and Spartanburg Herald Journal All Area Coach of the Year.

Jane A. Petty was named Teacher of the Year.

Four (4) middle school students qualified as Junior Scholars.

The Physics and Engineering Teams competed in and won numerous competitions.

Thirty (30) students in grades 7-12 were honored for high academic performance at the annual Academic Banquet.

The Varsity Football, Girl's Varsity Basketball, and Girl's Softball teams advanced to the playoffs in their respective sports.

Thirteen (13) student athletes were named Academic All State and All Region in their respective sports.

Jonesville High School provides its students with a safe environment conducive to learning, a challenging curriculum, a dedicated and caring faculty and staff, and a variety of extracurricular activities. Our main goal is to provide all students with the opportunity to meet their potential and to prepare them for the future.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.